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AUTHOR	Miller, David
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ABSTRACT

This study was designed to investigate the influence that immediate and delayed audiotape and videotape playback of group counseling had on the self-ideal concept congruence, the personal adjustment, and the interpersonal support values of student teachers. Treatment groups of audiotape playback (AP) and videotape playback (BP) were scheduled for immediate playback after the counseling sessions were completed and for delayed playback 2 days later. The subjects were 30 male college seniors enrolled in a teacher education program. The counseling project was conducted for the 5 weeks prior to their student teaching experience and an identical counseling outline was used for all groups. One counselor conducted the four groups. A modified Butler-Haigh Q-sort (1954) and the Survey of Interpersonal Values (SIV) (Gordon, 1960) were administered both before and after the counseling project. An analysis of variance design was applied. The results showed that delayed playback increased interpersonal support scores significantly more than immediate playback. No differences were noted between AP and VP. Some theoretical considerations were reviewed and recommendations for further research were made. (Author/MBM)

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FINAL REPORT

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THE EFFECT OF PLAYBACK OF GROUP COUNSELING ON THE SELF-CONCEPT OF TEACHER EDUCATION STUDENTS

David Miller

Marist College

Poughkeepsie, New York

April 1970

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ABSTRACT

The present study was designed to investigate the influence that immediate and delayed audiotape and videotape playback of group counseling had on the self-ideal concept congruence, the personal adjustment, and the interpersonal support values of student teachers. Treatment groups of audiotape playback (AP) and videotape playback (VP) were scheduled for immediate playback after the counseling sessions were completed and for delayed playback two days later.

The Ss were 30 male college seniors who were enrolled in a Teacher Education program. The counseling project was conducted for the five weeks prior to their student teaching experience and an identical counseling outline was used for all groups. One counselor conducted the four groups.

A modified Butler-Haigh Q-Sort (1954) and the Survey of Interpersonal Values (SIV) (Gordon, 1960) were administered both before and after the counseling project.

An analysis of variance design was applied. The results showed that delayed playback increased interpersonal support scores significantly more than immediate playback ($p < .05$). No differences were noted between AP and VP. Some theoretical considerations were reviewed and recommendations for further research were made.

CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

The use of audiotape and videotape recordings and playback of these recordings has become standard practice in the counseling process and in the training of professional individuals. There seems to be a continued need for research and study in this area of educational training. A brief review of the history of tape recording and playback will demonstrate this need for research dealing with the effectiveness of various playback techniques.

Audiotape Recordings

One of the first studies in which the author used audiotapes (Lasswell, 1929), demonstrated the effectiveness of taping and playback in improving the teaching and training process. Bloom (1954), and Gaier (1952) experimented with audiotapes in both the learning process and the thinking process of students. However, no studies were done in which student teachers were involved in a group counseling and playback program designed to discuss their feelings about their future teaching assignments and how they can deal with future possible student-teacher relationships.

Videotape Recordings

One of the first studies using videotaping was that of Hudson & Wellington (1962) who used videotaped recordings and playback in counselor education. They found that utilizing videotape playback was an effective technique in counselor supervision. Since then, videotaping and playback has become adaptable to the educational training process and many studies have been conducted. However, the present investigator thinks that there are two basic questions related to the use of taped recording of group counseling with student teachers and subsequent playback of this counseling which must be further evaluated and discussed.

The two questions which should be studied are:

1. A comparison of immediate playback of counseling with delayed playback;

2. The comparison of audiotape playback of counseling with videotape playback.

The present study is concerned with these questions particularly as they are related to the feelings that student teachers have in terms of their future student-teaching roles.

The remainder of this chapter will be devoted to a detailed discussion of these questions.

Immediate versus Delayed Playback

The present investigator has found no study in which other authors attempt to explore, measure and compare the effects of immediate playback with delayed playback. Benne, Bradford, & Lippitt (1964) state that feedback is useful when it is presented close in time to the behavior to which it refers. Ivey's (1968) "micro-counseling" separates counseling into small units and makes possible immediate direct feedback to the trainee, thus "maximally facilitating behavior change" (p. 6). Stoller (1968) contends that feedback should be immediate since delaying feedback reduces the impact. However, Miller (1970) found no differences between immediate and delayed audiotape or videotape playback of group counseling. A modification of Miller's study will be used to answer the first question: Is immediate playback of group counseling with student teachers more effective than delayed playback. Immediate playback will be scheduled immediately after the group session is completed, and delayed playback will take place two days later.

Audiotaped Playback versus Videotaped Playback

The research evidence reviewed has not been definitive or conclusive, but the opinions the researchers have been clearly in favor of videotape playback. Ivey, Normington, Miller, Morrill, & Haase (1968) mentioned that "...viewing the (video) tapes of individual training sessions...one notes dramatic changes in trainee behavior." (p. 16). Kagan, Krathwohl, & others (1967), are of the conviction that videotape playback can add a unique dimension to the counseling and educational process since it (videotape playback) can contribute "a richness of interpretation to the visual cues of the (individual)...It seems unlikely...(that this richness) would have been available from audiotape alone" (p. 241). Miller's results showed that significant differences existed among his kind of playback groups, and that videotape playback was significantly more effective in enhancing self-ideal congruence than audiotape playback. However, it is thought that more careful work should be done in order to evaluate which method of taped playback is the most effective in attempting to enhance the teacher training process. Therefore, the second question which will be investigated in the present study is: Is audiotape playback of group counseling with students in a teacher training program more effective than videotape playback? The variations of audiotape and videotape playback in the present study will permit comparisions under both immediate and delayed playback conditions similar to that in Miller's study.

Unselected Playback of Counseling

The present investigation will utilize only unselected playback of both the audiotaped and videotaped group counseling to see if unselected playback can have an impact on the individual in group counseling. Unselected playback of group counseling will also enable a more constant condition of playback to be evalutaed.

Review of the Questions

The two questions to be investigated in this research study are as follows:

1. Is immediate playback of group counseling with student teachers more effective than delayed playback?

2. Is audiotape playback of group counseling with student teachers more effective than videotape playback?

Selection of Criterion Measures

Various types of measures have been used to determine the outcome of counseling. For the purpose of this investigation, the following three measures were chosen: self-ideal concept congruence, personal adjustment, and interpersonal support values.

Self-Ideal Concept Congruence, Personal Adjustment, and Interpersonal Support Values as Measures of Counseling Outcome

Since self-ideal concept congruence is an important concept in this study, it is appropriate to refer to other research studies which have made use of this measure in their evaluation of the outcome of counseling. Butler & Haigh (1954) summarized the Rogerian definition of self-concept as

> . . . an organized, fluid but consistent, conceptual pattern of the characteristics of the "I" or "me" which are admissible into awareness together with the values attached to those concepts . . . The self-concept is a useful construct in understanding the dynamics of personality and of behavior (p. 55).

They also postulated the construct, ideal self-concept (p. 56) to include those psychological characteristics which the individual considers desirable. Rogers and his associates (Rogers & Dymond, 1954) evaluated the favorable changes in

self-ideal concept congruence and in improvement of personal adjustment as a result of psychological counseling. They observed that

> . . . a discrepancy between the self-concept and the (ideal self-concept). . . reflects a sense of dissatisfaction . . . This self-dissatisfaction is reduced as a result of counseling (p. 58).

They established therapeutic conditions under which the counselee could view himself as a well-integrated self-perceived individual.

> The reduction of discrepancies between self and ideal, therefore, as a result or outcome of fundamental experiences . . . (in counseling). Q technique . . . is clearly in harmony with this theory of the dynamics of inner reorganization (p. 58).

Ashcraft & Fitts (1964), and Winkler, Munger, Gust, & Tiegland (1963) suggested that changes in self-concept and personal adjustment take place as a result of psychotherapy and/or personal counseling. They further suggested that self-growth and greater self-ideal congruence occur.

Although the research literature on the effects of counseling on interpersonal support values is sparse, the criterion of support was included in the present study to determine to what extent counseling and playback influence support needs. Excessive support needs on other individuals is incompatible with the concept of congruent personality (Rogers, 1959, 1957). If counseling achieves its goals of enhancing the individual's maturity, a reduction in the need for interpersonal support is expected (Ashcraft & Fitts, 1964; Rogers & Dymond, 1954; Truax, Schuldt, & Wargo, 1968).

The Q Sort as a Measure of Change in Self-Concept

As briefly mentioned above, the Q sort had been used by Rogers and his colleagues in 1954 to study changes in the individual as a result of counseling. Travers (1964) thinks that the Q Sort has had great success in demonstrating personality changes resulting from counseling..

> Stephenson, through application of . . . Q methodology, was able to provide a technique for measuring important outcomes of counseling within the framework of the personality theory developed by Carl Rogers. This technique, unlike those previously used, was sufficiently sensitive to demonstrate changes occurring during counseling (Travers, 1964, p. 400).

Satz & Baraff (1962) support the studies of Rogers and his associates, not only with regard to self-theory but in the use of Q-sort measurement.

The evidence found seems to substantiate the worthwhileness and applicability of the Q-sort as an instrument which can measure the individual's concept of self and can measure effectively changes consequent upon counseling and playback of counseling.

The Group Approach

A theoretical assumption held by group-oriented counselors is that the group can have an influence on the individual. They consider group influence essential for implementing changes in self-concept. Hershenson (1967) suggested that the individual's experiences in a group setting can lead to the development of greater clarity in self-concept since self-concept is enhanced by the group process. He stated that group experiences encourage "a perception of congruency between one's self-image and the image of one's self sees others as holding . . ." (p.323). Haase & Maehr (1965) also maintain ". . . the individual's concept of self is functionally dependent upon the response of others" (p. 100).

Short-term, goal-oriented group counseling has shown significant psychological movement (Gross & DeRidder, 1966) and can be just as effective as long-term counseling (Muench, 1965). Leib & Snyder (1967) are also of the opinion that group counseling can lead to greater self-actualization.

Summary of Chapter

In the present study comparisons will be made of the influence of audiotape with that of videotape playback on short-term group counseling of teacher trainees under varying times of playback (i.e., immediate versus delayed), using as criteria the individual's self-ideal concept congruence, his personal adjustment, and his interpersonal support values.

CHAPTER II

METHODS AND PROCEDURES

Overview of Methods and Procedures

The basic procedure of this investigation was to assign students who were college seniors enrolled in a Teacher Education Program to various groups for counseling. The same battery of tests were administered before and after the experimental counseling project was completed.

Counseling Groups

There were four counseling groups which were planned as follows:

Group 1 Counseling, videotaped, audiotape playback immediately after the 35-minute session was completed, each week for three weeks. (API)

Group 2 Counseling, videotaped, 35-minute session, audiotape playback two days later, each week for three weeks. (APD)

Group 3 Counseling, videotaped, 35-minute session, videotape playback immediately after the session was completed, each week for three weeks. (VPI)

Group 4 Counseling, videotaped, 35-minute session, videotape playback two days later, each week for three weeks. (VPD)

Subjects

The Ss for the experiment were 30 male college seniors who were enrolled in a Teacher Education Program. Individual Ss were assigned to one of the four treatment conditions, but modifications were made to fit each particular S's schedule. The counseling project was completely voluntary and the Ss were encouraged to participate for the entire three-week program.

Procedures for Groups

All groups had videotaping of all counseling sessions. However, the playback sessions of Groups 1 and 2 were audiotape playback with the videotape portion blocked out. The playback for Groups 1 and 2 differed in the time of playback. Group 1 had immediate audiotape playback after the counseling session was completed. Group 2 had audiotape playback of

counseling two days later. Groups 1 and 2 had similar amounts of counseling and playback.

The counseling sessions of Groups 3 and 4 were videotaped during the group counseling sessions. Group 3 had videotape playback immediately after the sessions were completed. Group 4 had videotape playback of counseling two days later.

Thus, Groups 1 and 3 had identical time periods, and Groups 2 and 4 had identical time periods.

The videotaping of Ss in their counseling groups was done according to a pre-arranged sequence. This taping sequence was prepared before the project began in order to maintain identical taping procedures. The videotape camera was focused so that only the front fo the S's head and shoulders were recorded. Facial expressions cound readily be determined.

Counseling Procedure

The present investigator prepared a flexible counseling outline for the counselor in order to offer comparable kinds of counseling procedures for each of the four groups. The counseling outline of topics was summarized from correspondence with the students in the Teacher Education Program during the summer preceding the actual experimental project.

The topics were those which promised to be of interest to the teacher trainees. The tentative schedule was as follows:

Session I

Introduction
Purpose and goals of group counseling and Project Playback. Specific delineation of what we shall attempt to complete. Lncourage group expression (decrease anxiety).

Session II

Kind of "leadership" & group atmosphere and results of same. Discipline Classroom practice.
Motivation and learning
Personality development & human behavior. Students, parents administration, fellow teachers.

Kind of "image" teacher should project
How to gain respect from students
Degree of teacher's personal involvement with students
What do students want to see in a teacher

Session III

Adjusting to future educational change
Attitudes and values
Testing for evaluation and potentials
Different levels of learning
Individual creativity, etc.
Contraversial topics
Reasons for student unrest
Reaction to Society's Regulations
Racial Tensions
Sexual Behavior
Drugs

Group Counselor

The group counselor was an associate of the present investigator. He had conducted groups under similar conditions and was quite familar with the procedures. He had met with the present investigator frequently during the summer months planning for the actual conducting of the group counseling project. He is a candidate for an advanced degree in the area of counseling, and he has done much work in counseling.

Test Utilized

The purpose of this study was to evaluate the influence that playback of group counseling had on the teacher trainee's self-ideal congruence, his personal adjustment, (based on the placement of test items for self-concept sorting), and his interpersonal support values. Measures of these values were obtained by the following two tests:

1. The Butler-Haigh (1964) Q-Sort test (see Appendix A). (A) The differences between the pretest and post-test sortings were used as a measure of self-concept and ideal self-concept congruence. Numerous studies (Ashcraft & Fitts, 1964; Boyd & Sisney, 1967; Butler & Haigh, 1954; Rogers & Dymond, 1954; Stephenson, 1953; and , Winkler, Munger, Gust & Tiegland, 1963) show that modifications of self-concept are typically associated with counseling experiences. Travers, (1964) stated that the Q sort has had great success "in demonstrating personality changes resulting from (counseling)...

This technique . . . was sufficiently sensitive to demonstrate changes occuring during counseling" (p. 400). The most recent support of the Butler-Haigh Q-Sort test was Truax, Schuldt, & Wargo (1968) who concluded that "the Q-Sort instrument, as a measure of self-ideal congruence, is of value in studies of therapeutic effectiveness and personality change" (p. 53).

(B) The difference between pretest and posttest adjustment scores based upon self-concept item placement. Butler & Haigh had concluded that many of their test items connoted an adjustment outlook and consequently derived an adjustment score (see Rogers & Dymond, p. 79). The present investigator modified the test items so that they would be in a similar sequence to that of the original test (see Appendix A). Block (1961), Nahinsky (1958, 1966) and Rogers & Dymond contend that the adjustment of the individual in counseling can be determined by the Q-sort test.

2. Survey of Interpersonal Values (SIV) (Gordon, 1960, 1963), Support Scale Score. The SIV consists of 30 sets of triads. The instructions require the S to indicate which are the most important and least important of these traids. For the purposes of this investigation, only the Support (SUP) Scale differences between pretest and posttest scores were studied. Support is defined as needing to be "treated with understanding, receiving encouragement from other people, and being treated with kindness and consideration" (Gordon, 1960, p. 3); and higher SUP scores indicate greater needs for support. Reliability and validity measures for the SIV are reported to be from .71 to .83 (Gordon, 1960, p. 5).

Statistical Treatment

The statistical treatment applied was a two-way analysis of variance design (Edwards, 1954; and Ferguson, 1966). Each test score was studied in order to determine the effects of the different kinds of taped playback as well as the time of playback. The entries are indicated by the following:

1. SI diff - This score describes the difference between pretest and posttest self-ideal concepts.

2. As diff - This score describes the difference between pretest and posttest adjustment scores.

3. SUP diff - This score describes the difference between pretest and posttest Support Scale scores of the SIV.

Nahinsky (1965) supports the application of the analysis of variance with Q-sort data. However, as a result of unequal N in the treatment groups, Ferguson's (1966) correction was applied.

Statement of Hypotheses

The purpose of this study was to investigate the effects of different kinds of taped playback while varying the time of playback conditions of group counseling.

The hypotheses are:

Hypothesis 1. Under a given kind of playback (i.e., audiotape playback or videotape playback), immediate playback of group counseling with student teachers is more effective than delayed playback in (A) enhancing congruence between self-concept and ideal self-concept, (B) improving (increasing) adjustment scores, and (C) decreasing scores on the Support Scale of the SIV.

Hypothesis 2. Within a given time-of-playback condition (i.e., immediate or delayed), videotape playback of group counseling with student teachers is more effective than audiotape playback in (A) enhancing congruence between self-concept and ideal self-concept, (B) improving (increasing) adjustment scores and (C) decreasing scores on the Support Scale of the SIV.

CHAPTER III

RESULTS AND DISCUSSION

Overview of Results and Discussion

The hypotheses are reviewed in this section in terms of the obtained results. Theoretical views explaining playback are offered.

Hypotheses

> Hypotheses 1. Under a given kind of playback (i.e., audiotape playback or videotape playback) immediate playback (IP) of group counseling with student teachers is more effective than delayed playback (DP) in (A) enhancing congruence between self-concept and ideal self-concept, (B) improving (increasing) personal adjustment scores, and (C) decreasing scores on the Support Scale of the SIV.

The results obtained from the computation of a two-way analysis of variance (ANOVA) (Edwards, 1954; Ferguson, 1966) failed to reach statistical significance for Part A of Hypothesis 1. The mean differences between pretest and posttest self-ideal concept congruence scores (SI diff) of the Butler-Haigh Q-Sort (1954) are presented in Table 1. The summary of ANOVA data for SI diff is shown in Table 2. Although not statistically significant, immediate playback was more effective than delayed playback in enhancing SI diff across kinds-of-playback conditions. Audiotape playback (AP) immediate was more effective than AP delayed and videotape playback (VP) immediate was more effective than VP delayed.

Part B of Hypothesis 1 failed to reach statistical significance. The mean differences between pretest and posttest adjustment scores (AS diff) (Butler-Haigh Q-Sort) are presented in Table 3. The summary for ANOVA AS diff is presented in Table 4. However, delayed playback was more effective than immediate playback (across kinds-of-playback conditions) in not increasing AS diff. It should be noted that the mean differences ($\bar{X}$ diff) for AS diff for all groups did move away from the direction of this specific part of the hypothesis.

Part C of Hypothesis 1 was supported at the .05 level of significance. The mean differences between pretest and posttest Support Scale scores (SUP diff) of the Survey of Interpersonal Values (SIV) are presented in Table 5. The summary of ANOVA for SUP diff is shown on Table 6. Immediate playback of group counseling with student teachers was significantly more effective than delayed playback in not increasing

interpersonal Support Score (SUP diff). It would then seem to the present investigator that delaying playback of group counseling increases the need of support from the group for student teachers.

Although not statistically significant in all cases, the immediate time of playback of group counseling--across kinds-of-playback conditions-- was generally more effective than the delayed time of playback.

> Hypothesis 2. Within a given time-of-playback condition (i.e., immediate or delayed), videotape playback of group counseling with student teachers is more effective than audiotape playback in (A) enhancing congruence between self-concept and ideal self-concept, (B) improving (increasing) personal adjustment scores, and (C) decreasing scores on the Support Scale of the SIV.

The first part of Hypothesis 2 deals with the comparison of VP groups with AP groups in effecting self-ideal congruence. As the summary of ANOVA calculations for SI diff indicate, there are no significant results. Videotape playback (VP) is not seen as being more effective than audiotape playback (AP) in enhancing self-ideal congruence.

No specific consistent trends were noted. The mean differences for API were slightly lower than for VPI, but the mean differences for VPD were slightly lower than APD. However, total VP mean differences were lower than total AP mean differences.

The second part of Hypothesis 2 failed to reach statistical significance. No consistent trends were noted here. The mean differences for VPI were lower than the mean differences for API, but they were lower for APD than for VPD. Again, the total VP mean differences were lower than total AP mean differences.

The third part of Hypothesis 2 failed to reach statistical significance. Support scores were not reduced sufficiently by any kind-of-playback condition to achieve statistical significance. Again no consistent trend was noted. The mean differences for API were lower than for VPI, but the mean differences for VPD were lower than APD. The total mean differences for VP were lower than the total for AP.

TABLE 1

The Mean Differences Between

the Pretest and Posttest Self-Ideal Concept

Congruence Scores (Butler-Haigh Q-Sort)

Time of Playback	Kind of Playback	
	Audiotape	Videotape
Immediate	-16.00	-14.90
Delayed	16.00	-06.71

TABLE 2

The Summary of the Analysis of Variance

for the Differences Between the Pretest and Posttest

Self-Ideal Concept Congruence Scores (Butler-Haigh Q-Sort)

Source of Variation	Sum of Squares	df	Mean Squares	F
Kinds of Playback	934.31	1	934.31	1.013
Times of Playback	3,229.72	1	3,229.72	3.503
Interaction	1,134.93	1	1,134.20	1.23
Within Cells	25,813.93	28	921.93	
TOTAL	31,112.19	31		

TABLE 3

The Mean Differences Between

Pretest and Posttest Adjustment Scores

(Butler-Haigh Q-Sort)

Time of Playback	Kind of Playback	
	Audiotape	Videotape
Immediate	-02.00	-00.60
Delayed	-00.33	-00.71

TABLE 4

The Summary of the Analysis of Variance

For the Differences Between the Pretest and Posttest

Adjustment Scores (Butler-Haigh Q-Sort)

Source of Variation	Sum of Squares	df	Mean Squares	F
Kinds of Playback	2.085	1	2.085	<1.00
Times of Playback	4.830	1	4.830	<1.00
Interaction	6.335	1	6.335	<1.00
Within Cells	456.385	28	16.299	
TOTAL	469.630	31		

TABLE 5

The Mean Differences Between

the Pretest and Posttest Support Scale

Score of the Survey of Interpersonal Values (SIV)

Time of Playback	Kind of Playback	
	Audiotape	Videotape
Immediate	00.10	00.30
Delayed	04.00	03.00

TABLE 6

The Summary of the Analysis of Variance

for the Differences Between the Pretest and Posttest

Support Scale Scores of the SIV

Source of Variation	Sum of Squares	df	Mean Squares	F
Kinds of Playback	.270	1	.270	<1.00
Times of Playback	98.783	1	98.783	7.51*
Interaction	1.217	1	1.217	<1.00
Within Cells	368.310	28	13.153	
TOTAL	468.580	31		

* $p < .05$

Discussion of Results

From the evidence obtained in this investigation, it is possible to formulate two major findings that can be stated with confidence:

1. Immediate playback of group counseling with student teachers is more effective in not increasing interpersonal support values than delayed playback of group counseling across kinds-of-playback conditions.

2. Videotape playback of group counseling with student teachers is not more effective than audiotape playback.

The needs of the individual must be considered in order to make the playback process most effective. A review ex post facto was made of Low, Medium, and High Support Ss compared under certain time-of-playback and kind-of-playback experimentally sound, interesting results were noted. High Support Ss under VPD conditions achieved the greatest mean difference in SI diff scores whereas Low Support Ss did better under API conditions. To expose Low Support Ss to VPD conditions increased SI diff scores. These results are tentative but reflect the importance of considering the kind of individual with the type of playback treatment. See Appendix C.

Theoretical Explanations

There are several theoretical viewpoints which might be offered as partial explanations of the phenomenon of playback.

One of the earliest theoretical rationales can be found in the works of Mead (1934) who speculated that preceding each act, people rehearse that act in their minds and anticipate the response others will give to it. On the basis of the anticipated response, the act is initiated; on the basis of the actual response, behavior is modified. Stoller (1967, 1968) shows the individual in his "focused feedback" session the relationship between an anticipated and an actual response, trying to make clear to the individual the individual's inner state and what he communicates to others.

Playing back aspects of the group's behavior is thought to give the individuals in the group an opportunity to actually experience what their behavior sounds like or looks like to other persons. Playback will then assist these individuals in modifying their behavior.

The philosophy implied in Mead's writing and implemented by Stoller is similar to that suggested by Marston (1965) and his earlier work (Kanfer & Marston, 1961) dealing with a concept entitled "self-reinforcement." Kanfer & Marston, in an attempt to expand the verbal conditioning model being used primarily in behavior therapy studies, "began work on a phenomenon of human self-control labeled self-reinforcement (sr)" (Marston, 1965, p. 1). Marston views sr as a link between the self-concept and overt behavior. "Whenever the self-concept is verbalized it involves a series of self-evaluative statements which if made by another person, could have the effect of a reinforcement (either positive or negative)" (p. 2). Marston interpreted Rogers' (1967) therapeutic attitude and behavior as "generalized reinforcer(s) of the client's self-evaluation" (p. 3). Marston suggested that it would be acceptable for the therapist (counselor)"to provide his client with the techniques for selectively self-reinforcing behavior of his own choice" (p.5). It seems likely to the present writer that providing playback to student teachers is providing them with many samples of their behavior which they can select to modify.

However, this writer thinks that there are no theoretical views which adequately explain the process of playback. The theoretical views which offer the most promise are a combination of self-concept theory and learning theory. One of the major tasks in understanding and evaluating playback is the need to establish appropriate theoretical models upon which to base further research.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Summary

The present study was an attempt to evaluate systematically and scientifically various aspects of the playback of taped counseling. The questions were:

1. Is immediate playback more effective than delayed playback?

2. Is audiotape playback more effective than videotape playback?

Three test measures were used in pretest and posttest sessions. They were: (A) the differences between self-concept and ideal self-concept sortings on the Butler-Haigh Q-Sort (1954); (B) an adjustment score based upon self-concept item placements; and, (C) Support Scale scores of the Survey of Interpersonal Values (SIV) (Gordon, 1960).

The subjects were 30 male college seniors who were students enrolled in a teacher training program and who were going into a student-teaching assignment. Each was assigned randomly to one of four groups. The groups were then assigned randomly to the treatment conditions. The groups were as follows:

1. Audiotape Playback Immediate, counseling for 35 minutes, playback immediately after session, for three weeks. (API)

2. Audiotape Playback Delayed, counseling for 35 minutes, playback two days later, for three weeks. (APD)

3. Videotape Playback Immediate, counseling for 35 minutes, playback immediately after the session, for three weeks. (VPI)

4. Videotape Playback Delayed, counseling, playback two days later, for three weeks. (VPD)

One counselor conducted all counseling groups and attended all playback sessions.

The results indicated that immediate playback of group counseling with student teachers was not more effective than delayed playback in enhancing self-ideal concept congruence

scores or improving adjustment scores. However, immediate playback (across audiotape and videotape conditions) was more successful than delayed playback in not increasing interpersonal support needs (p .05).

The present study found that there were no significant differences between audiotape and videotape playback.

Playback is thought to be a valuable technique since it can offer to the subject opportunities to learn about his own functioning.

Recommendations

The following recommendations are suggested for further research in the area of playback of counseling with student teachers:

1. It may be worthwhile to permit the group to decide which sections of counseling should be played back. This suggestion was stimulated by the curiosity of many students in the program who wanted to know more about the taping and playback procedures. Some suggestions were made by the Ss after the counseling sessions and/or playback sessions were completed. It is the present writer's opinion that such involvement in the planning and operation of such counseling experiences would enhance the group function.

2. The present investigator employed the technique of videotaping the head and shoulders of the Ss in the group setting. As a result of attempting to maintain a degree of experimental constancy, valuable counseling material and psychodynamic behavior might have been missed.

3. The present investigator has not found any study which compared the unselected playback of group counseling with the selected, focused, confrontation technique of playback. It is possible that the "focused feedback" or Interpersonal Process Recall methods of playback are superior to unselected playback in enhancing the counseling outcome. But no research has, as yet, been attempted to compare these two playback techniques.

4. Another variation of videotape playback now being attempted (Corell, 1968) provides counseling groups with tapes of sessions with models with whom the counselees can identify. The rationale here was based on modeling techniques and behavioral theory similar to that of Bandura (Bandura & Walters, 1963). Other possible playback techniques can implement psychodrama, role playing, attitude changing, and other socio-psychological procedures.

5. A basic consideration, whose theme has been repeatedly implied throughout this study, is the matter of adapting the playback process to the needs of the individual. It is the present investigator's thought that specific kinds of playback might be more effective with specific kinds of individuals. For example, individual student teachers may need immediate playback to decrease anxiety and to enhance their interpersonal funtioning as a teacher. The playback process promises to be a valuable tool for the field of education. The present investigation was an attempt to evaluate certain aspects of playback in order to enhance the outcome of preparing students to become more competent professional teachers.

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APPENDIX A

The Modified Butler-Haigh Q-Sort*

1. I put on a false front.
2. I make strong demands upon myself.
3. I often kick myself for the things I do.
4. I often feel ashamed.
5. I doubt my physical powers.
6. I have a warm emotional relationship with others.
7. I cause my own troubles.
8. I am a responsible person.
9. I have a feeling of hopelessness.
10. I can accept most rules and regulations.
11. I have few values and standards of my own.
12. It is difficult to control my aggression.
13. Self-control is no problem to me.
14. I usually like people.
15. I express my emotions freely.
16. I want to give up trying to cope with the world.
17. I can live comfortably with the people around me.
18. My hardest battles are with myself.
19. I am on guard with people who are too friendly.
20. I think things will turn out for the best.
21. I usually feel forced.
22. I am liked by most people who know me.
23. I am physically attractive.
24. I feel helpless.
25. I can usually make up my mind and stick to it.
26. My decisions are not my own.
27. I am a hostile person.
28. I am contented.
29. I am disorganized.
30. I feel little interest in anything.
31. I am emotionally well-balanced.
32. I am impulsive.
33. I do not trust my emotions.
34. It's pretty tough to be me.
35. I am a sensible person.
36. I have the feeling that I am just not facing things.
37. I am tolerant.
38. I try not to think about my problems.
39. I have an attractive personality.
40. I am shy.
41. I am no one and nothing seems to be me.
42. I am ambitious.
43. I despise myself.
44. I have the ability to do things on my own.
45. I just do not respect myself.
47. I have a positive attitude toward myself.

48. I am assertive.
49. I am afraid of a disagreement with a person.
50. I can't seem to make up my mind one way or another.
51. I am confused.
52. I am satisfied with myself.
53. I am a failure.
54. I am likable.
55. My personality is attractive to the opposite sex.
56. I am afraid of my physical feelings.
57. I fear failing in anything I want to accomplish.
58. I am relaxed, and nothing really bothers me.
59. I am a hard worker.
60. I feel emotionally mature.
61. I really am disturbed.
62. If you insist with me, I just give in.
63. I feel insecure within myself.
64. I have to protect myself with excuses.
65. I am intelligent.
66. I feel hopeless.
67. I am self-reliant.
68. I am different from others.
69. I am unreliable.
70. I understand myself.
71. I am a good mixer.
72. I feel adequate.
73. I am worthless.
74. I dislike my own physical feelings.

Note - Copied from Rogers and Dymond (1954), p. 79.

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APPENDIX B

Instructions for Administering the Butler-Haigh Q-Sort for Self-Concept and Ideal Self-Concept

For Self-Concept:

Here is an envelope containing 74 cards; each of them has a descriptive statement on it. You are to arrange these cards to describe yourself as you see yourself today.

Place these cards in one of 7 piles ranging from those that are"most like you" to those that are "least like you." For example, if you think a statement does not apply to you, then place it in the lower or lowest end. An illustration has been drawn on the blackboard:

Number of Cards in pile	4	9	15	18	15	9	4
Pile	1	2	3	4	5	6	7

Least Like Me Most Like Me

The instruction cards will tell you how many cards to place in each pile.

Now the most convenient way of handling the sorting is to set up 3 "rough" piles into "most like you" on the right, "least like you" on the left and the remainder in the middle. Then take the "most like you" pile and find the 4 cards which you feel are "most like you" and put them in pile 7. Then the next 9 cards which are "most like you" and put them in pile 6. The next 15 "most like you" in pile 5.

Then, go to the roughly grouped "least like you" pile and find the 4 cards which are "least like you" for pile 1; the next 9 "least like you" cards for pile 2, and 15 "least like you" cards in pile 3. The remaining 18 cards belong in pile 4.

You are free to change placements for the cards at any time as long as the number of cards in the piles are accurate.

When you are finished arranging the cards, put them in the envelope, place your green name card on the outside of the envelope under the rubber band.

Remember! You are to sort these cards to describe yourself as you see yourself today.

For Ideal Self-Concept:

When each S completed his sorting for self-concept, he was given another envelope with the instructions. "Now arrange this deck to describe the person you would like yourself most to be."

APPENDIX C

SELF-IDEAL INFORMATION FOR ALL GROUPS

IMMEDIATE

Group 1

S	Pretest	Posttest	Diff
1.	64	52	- 12
2.	151	58	- 93
3.	60	45	- 15
4.	78	72	- 6
5.	132	164	+ 32
6.	126	142	+ 16
7.	121	100	- 21
8.	126	73	- 53
9.	67	58	- 9
10.	65	66	+ 1
	$\bar{X}$ = -16.0		-160

Group 3

S	Pretest	Posttest	Diff
1.	78	36	- 42
2.	120	70	- 50
3.	60	36	- 24
4.	120	70	- 50
5.	88	110	+ 22
6.	32	38	+ 6
7.	28	54	+ 26
8.	32	32	+ 0
9.	121	118	- 3
10.	94	60	- 34
	$\bar{X}$ = -14.9		-149

DELAYED

Group 2

S	Pretest	Posttest	Diff
1.	54	70	+ 16
2.	46	32	- 14
3.	420	466	+ 46
	$\bar{X}$ = 16.0		+ 48

Group 4

S	Pretest	Posttest	Diff
1.	91	56	- 35
2.	87	112	+ 25
3.	112	76	- 36
4.	61	94	+ 33
5.	54	58	+ 4
6.	102	64	- 38
7.	46	46	+ 0
	$\bar{X}$ = - 6.71		- 47

APPENDIX C (Continued)

ADJUSTMENT SCORE INFORMATION FOR ALL GROUPS

IMMEDIATE

Group 1

S	Pretest	Posttest	Diff
1.	51	54	+ 3
2.	50	53	+ 3
3.	52	54	+ 2
4.	54	54	+ 0
5.	49	48	- 1
6.	49	28	- 21
7.	51	49	- 2
8.	50	52	+ 2
9.	52	50	- 2
10.	55	51	- 4
	$\bar{X}$ = -02.		- 20

Group 3

S	Pretest	Posttest	Diff
1.	53	55	+ 2
2.	51	50	- 1
3.	56	55	- 1
4.	53	52	- 1
5.	47	47	+ 0
6.	55	55	+ 0
7.	53	54	+ 1
8.	55	55	+ 0
9.	52	47	- 5
10.	52	51	- 1
	$\bar{X}$ = -.60		- 6

DELAYED

Group 2

S	Pretest	Posttest	Diff
1.	52	51	- 1
2.	55	56	+ 1
3.	25	24	- 1
	$\bar{X}$ = -.33		- 1

Group 4

S	Pretest	Posttest	Diff
1.	51	54	+ 3
2.	54	50	- 4
3.	51	52	+ 1
4.	51	49	- 2
5.	51	46	- 5
6.	52	54	+ 2
7.	53	53	+ 0
	$\bar{X}$ = -.71		- 5

APPLNDIX C (Continued)

SUPPORT SCORE INFORMATION FOR ALL GROUPS

IMMEDIATL

Group 1

S	Pretest	Posttest	Diff
1.	0	6	+ 6
2.	15	18	+ 3
3.	25	27	+ 2
4.	17	16	- 1
5.	13	11	- 2
6.	14	10	- 4
7.	21	14	- 7
8.	9	16	+ 7
9.	11	4	- 7
10.	17	21	+ 4
	$\bar{X}$ = .10		+ 1

Group 3

S	Pretest	Posttest	Diff
1.	6	7	+ 1
2.	9	11	+ 2
3.	15	10	- 5
4.	10	12	+ 2
5.	20	22	+ 2
6.	8	7	- 1
7.	9	9	+ 0
8.	12	13	+ 1
9.	15	12	- 3
10.	22	26	+ 4
	$\bar{X}$ = .30		+ 3

DELAYED

Group 2

S	Pretest	Posttest	Diff
1.	16	18	+ 2
2.	20	21	+ 1
3.	8	17	+ 9
	$\bar{X}$ = 04.00		+ 12

Group 4

S	Pretest	Posttest	Diff
1.	20	21	+ 1
2.	9	12	+ 3
3.	26	28	+ 2
4.	18	20	+ 2
5.	18	23	+ 5
6.	15	19	+ 4
7.	10	17	+ 7
	$\bar{X}$ = 03.00		+ 24